

HALL INSTITUTE
1800 Colonial Dr.
Columbia, South Carolina 29202

GRADES K-12 Elementary School

ENROLLMENT 53 Students

PRINCIPAL Patricia W. Brown 803-898-1488

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

N/A

Absolute Ratings of Elementary Schools with Students like Ours

Excellent
N/A

Good
N/A

Average
N/A

Below Average
N/A

Unsatisfactory
N/A

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

NO

This school met 1 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School

Elementary Schools with Students like Ours

Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms**Advanced**

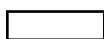
Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

Teachers

Students

Parents

Number of surveys returned

Percent satisfied with learning environment

Percent satisfied with social and physical environment

Percent satisfied with home/school relations

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	14	85.7	N/A	N/A	N/A	N/A	N/A	17.6
Gender								
Male	10	80.0	N/A	N/A	N/A	N/A	N/A	17.6
Female	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Racial/Ethnic Group								
White	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	7	71.4	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	8	87.5	N/A	N/A	N/A	N/A	N/A	17.6
Disabled	6	83.3	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	14	85.7	N/A	N/A	N/A	N/A	N/A	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	14	85.7	N/A	N/A	N/A	N/A	N/A	17.6
Socio-Economic Status								
Subsidized meals	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Full-pay meals	14	85.7	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	14	92.9	N/A	N/A	N/A	N/A	N/A	15.5
Gender								
Male	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Female	4	75.0	N/A	N/A	N/A	N/A	N/A	15.5
Racial/Ethnic Group								
White	7	85.7	N/A	N/A	N/A	N/A	N/A	15.5
African-American	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disabled	6	83.3	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	14	92.9	N/A	N/A	N/A	N/A	N/A	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	14	92.9	N/A	N/A	N/A	N/A	N/A	15.5
Socio-Economic Status								
Subsidized meals	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Full-pay meals	14	92.9	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	3	66.7	N/A	N/A	N/A	N/A	N/A
	Grade 7	3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	8	87.5	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	3	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	8	87.5	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 53)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.8%	Down from 18.3%	3.2%	2.4%
Attendance rate	100.0%	No change	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.6%	Up from 0.0%	9.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	27.9%	Down from 31.0%	9.8%	8.0%
Older than usual for grade	30.2%	Down from 40.0%	1.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 8)				
Teachers with advanced degrees	100.0%	No change	43.5%	50.0%
Continuing contract teachers	87.5%	Up from 66.7%	84.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.5%	Up from 82.7%	85.6%	86.2%
Teacher attendance rate	94.9%	Down from 96.2%	94.9%	95.3%
Average teacher salary	\$46,016	No change	\$39,348	\$39,909
Prof. development days/teacher	5.0 days	Down from 5.2 days	12.1 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio	6.1 to 1	Up from 1.9 to 1	18.4 to 1	18.9 to 1
Prime instructional time	93.9%	Down from 96.3%	89.5%	89.7%
Dollars spent per pupil*	\$12,985	Up 21.1%	\$6,068	\$5,892
Percent spent on teacher salaries*	92.3%	Down from 93.3%	66.1%	66.6%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	11.9%	Up from 7.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hall School is a residential facility that serves students requiring in-patient mental health services. At Hall School there are certified teachers who help students continue academic progress in the core courses during their hospitalization. Unless medically impossible, students are expected to complete educational activities which will prepare them to meet standards and score as well as their abilities allow on state standardized tests. Students are exposed to a self-paced program and special tutoring, which affords them the opportunity to maintain academic progress and/or correct educational deficits they may have developed before their hospitalization occurred.

Staff development continues to be a major focus for Hall School. We continue to look for ways to focus students, who are experiencing a variety of disruptive life problems, on academic excellence.

Patricia W. Brown, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.